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SCHOOL-COMMUNITY IMPROVEMENT PROGRAM, 1961-1964. FINAL REPORT.

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THE ROLE OF SAN FRANCISCO SCHOOL-COMMUNITY IMPROVEMENT PROGRAM (SCIP) IN THE DEVELOPMENT OF VARIOUS PROGRAMS FOR DISADVANTAGED YOUTH IS DISCUSSED IN THIS REPORT. THE MAJOR FOCUS OF THE PROGRAM HAS BEEN ON IMPROVING COMMUNICATION SKILLS AT ALL GRADE LEVELS, BUT IT HAS ALSO BEEN CONCERNED WITH THE EMPLOYABILITY OR COLLEGE PLACEMENT OF DISADVANTAGED YOUTH. OTHER GOALS HAVE BEEN TO IMPROVE HUMAN RELATIONS AND INCREASE PARENT AND COMMUNITY PARTICIPATION IN THE SCHOOLS. SOME OF THE METHODS USED TO ACHIEVE THESE GOALS INCLUDE COMPENSATORY EDUCATION CLASSES THROUGHOUT THE SCHOOL SYSTEM, INSERVICE TEACHER EDUCATION, IMPROVED USE OF EDUCATIONAL MATERIALS, EQUIPMENT, AND TECHNIQUES, ADDITIONAL PERSONNEL AND GUIDANCE SERVICES, AND ENRICHMENT OPPORTUNITIES. MOST OF THE REPORT DESCRIBES SPECIFIC SCIP ACTIVITIES IN THE ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOLS, AND ONE PART DEALS WITH VOCATIONAL PREPARATION EFFORTS WHICH INVOLVE BUSINESS, INDUSTRY, AND PUBLIC AGENCIES AS WELL AS THE SCHOOLS. (NH)

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

SCHOOL-COMMUNITY IMPROVEMENT PROGRAM

FINAL REPORT

1961-1964

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Superintendent of Schools

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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INTRODUCTION

Three and a half years have passed since the San Francisco Unified School District first entered into a partnership with the Ford Foundation. At that time money was allocated for a pilot program to be initiated in schools in an area of the city described as serving culturally disadvantaged children. The term "culturally disadvantaged" was relatively new at that time and for many it meant very little. Since that time, however, there has been national attention given to the education of children identified as culturally diverse, culturally different, educationally disadvantaged, and culturally disadvantaged. Regardless of what they are called, the problems are now quite evident. In fact, the literature is also quite abundant on causes and suggested solutions.

It seems important to indicate at the outset that the program now known as SCIP, The School-Community Improvement Program, was designed as an action program rather than one of research. This was due in part to the timing of the appropriation, to the orientation of the director, and to the high transiency rate of students. It was the director's feeling from the beginning that there should be transfer of knowledge as soon as progress became evident. This meant, then, that as materials, equipment, books, and techniques were found to serve a worthwhile purpose, they were immediately shared with teachers serving throughout the entire San Francisco Unified School District. This technique does not lend itself to collecting of data for research.

There is evidence that the sharing has been profitable. Techniques, equipment, books, and successful ideas are now being used in many schools in San Francisco, as well as in other areas of the state and nation. It seems appropriate to point out some of the new programs initiated by the School District during the past three years.

Compensatory Education Programs

Under the leadership of the Superintendent, Dr. Harold Spears, a program of compensatory services has been established in 34 schools. Through budget appropriation in 1962, he established the term compensatory education as the blanket title for the School District's programs for the culturally disadvantaged. Teachers have been provided for remedial services, counseling, and adjustment of class size. Materials, training aids, books, and special equipment have been made available to enhance the programs.

Additional San Francisco programs for the culturally disadvantaged include the Demonstration Drama Project, financed in part by the Rosenberg Foundation; the Hunters Point Youth Opportunity Program, a joint effort of many agencies and financed by local Ford and Federal funds; and the State Compensatory program which is carried on in 12 elementary and 4 junior high schools.

Although each of the programs operates independent of the other, they are all seeking to provide the same answers — how to help San Francisco pupils who come from disadvantaged areas get the best education possible to prepare them for further schooling or the world of work.

Human Relations Office

An office of human relations has been established with an assistant superintendent in charge. Duties have been spelled out by an Ad Hoc Committee of the Board of Education and a job analysis and description is being developed. Responsibility for in-service training in intergroup relations, upgrading of texts to include information on contributions of minority group members, districting of schools, orientation of pupils being bussed, and related work has already been assumed.

Developmental Reading Program

Classes in developmental reading are provided in almost all of the senior high schools. These courses are in addition to the regular English classes. Courses of study, selection of texts, training of teachers, and provision of equipment has resulted in interest and growth on the part of the teachers, students, and parents.

Counseling Services

Social workers have been assigned to the San Francisco secondary schools to work with students identified as needing special help. Referrals are made by staff members who identify the problems. A trained social worker then works with the students and parents and wherever necessary makes referral to an agency which can give further help.

Two elementary teachers with experience and background provide similar service for several elementary schools in selected districts. Conferences are held regularly with teachers and administrators, and community agency personnel, as well as parents and children.

In-Service Training Program

San Francisco has long prided itself on the fine training programs available to teachers. It is not uncommon for half of the 4000 teachers to take in-service courses in a single year. Efforts have always been made to help teachers with academic subjects such as arithmetic, science, and reading. Recently, additional classes have been offered during summers for teachers to get together in workshop sessions in order to explore and share successful programs.

Opportunity to meet with community, agency, and human rights personnel in order to become better acquainted with current problems has been made available through after school and summer workshop sessions.

Jobs for Youth

The Superintendent, chairman of the Jobs for Youth Committee of the San Francisco Committee on Youth, stressed the need for city-wide cooperation. In order to sensitize school personnel and members of the community to the problems of automation, competition of displaced workers, too few on-the-job training programs, shortage of apprenticeship opportunities, increased youth population, and immigration of unskilled youth, he assigned a full time assistant to explore and coordinate practical ways to implement existing programs and create new avenues for youth to be trained and employed.

Evidence of results are reflected in job opportunities or training programs already underway in private business and local governmental agencies. In the Board of Education Minutes of March 17, 1964 entitled, "Extension and Revision of Occupational Preparation Programs in the San Francisco Unified School District" the Superintendent outlines the many avenues already taken and new approaches which are being developed to strengthen and expand occupational preparation through the Vocational Education Act of 1963.

Volunteer Services

The Volunteer Bureau has provided help to the community for many years. This time it was called upon to recruit help for the San Francisco Public Schools. Through its facilities volunteers have been recruited to staff study centers located in the community, serve as story tellers in elementary classrooms, and more recently as teacher-aides. The service has been welcomed by teachers and students and at the same time volunteers have indicated their appreciation for being included as contributing members.

The School-Community Improvement Program, or SCIP as it is more widely known, has tried to serve as a catalyst in the development of programs. Within each of the schools in the pilot program are examples of innovations first tried by creative teachers serving on the regular staff or those identified as "SCIP" teachers. As these techniques have been identified, or as materials have been found, they have been shared throughout the building and also introduced to other teachers.

Having a pilot or experimental project in the school has opened many doors. Some teachers, too shy to discuss what they had been doing, were willing to share their techniques, which helped accent the fact that there wasn't "one" way to teach. They were pleased to explain to project staff

why they taught as they did or used the material, equipment, training aids, etc. In other words, the program grew as teachers began to share ideas.

It is interesting to look back at the early history of the project. It was felt that our objective was to improve language skills and more specifically reading ability. Within a short time it became evident that there was a much bigger job that required more immediate attention.

True, it was possible to identify students who were retarded in reading and provide them with special help. But, this was a very limiting service. Actually there were needs for an entire school, not just those selected for special help.

Once it became apparent that all teachers serving in these schools needed special help in understanding the background of the students and their parents, things began to happen. A new vocabulary became evident as teachers and administrators talked about image building, level of aspiration, motivation, need for identifying, sub-culture, and teaspoon-of-success. These words and meanings and their implication for teaching the students became more important than the subject.

With this awareness came the need to identify resource persons who could help. Community and agency personnel were eager to share their knowledge. Individuals were identified and called upon to help teachers become better prepared to work in the schools. The result was that teachers who had always tried to do a good job were now equipped to do a better job. They were better prepared to accept new ideas, use new materials, visit homes or hold parent conferences, and they were ready to spend more time in out-of-school activities which led to enriched experiences.

As those close to the picture became enlightened it became more evident that there was need for better communication. It was quite clear that there were two distinct communities which needed help. True, the encapsulated group which was receiving benefits from the funds needed to know what was happening, but also the larger city-wide community seemed to be unaware of the local conditions. It seemed important to call upon San Francisco citizens for financial help and personal involvement so that they, too, could identify with the problem. It was interesting and heart-warming to see the response of individual citizens and organizations as they responded to the call for assistance.

Communication was in full swing. Representatives from the project met and talked with personnel from the Housing Authority, Redevelopment Agency, Health Department, Department of Employment, Juvenile Authority, Group Work Agencies, and the Public Library. Organizations primarily established to work on community relations made valuable contributions. Personnel from neighboring universities and colleges explored ways of working with the School District. Church leaders volunteered their physical facilities and promised to share information from the pulpit.

One of the most gratifying outcomes was the introduction of compensatory education legislation by the State Senator from San Francisco who knew of the local program. His Bill was approved and established a pilot program at the State level which is now completing its first year of operation. It provides for a state-wide consultant, a 17 member commission, and funds for projects in selected districts over a two year period.

So much for what has happened in the three and a half year period since the San Francisco program first began. Let us look back at the development of SCIP and what has happened in that program.

BACKGROUND INFORMATION

Title

The School-Community Improvement Program in San Francisco has been a pilot project to develop solutions for the reading and language problems of culturally deprived youth in selected elementary, junior, and senior high schools; with attention to the later employability or college placement of such youth. Implicit in the project has been the development of effective community relations. Funds for the three year project were provided through a grant from the Ford Foundation Fund for the Advancement of Education, and the San Francisco Unified School District budget. A total contribution of $310,000 from the Ford Foundation has enabled the project to operate since January, 1961.

Location

The schools which participated are located in the Western Addition of San Francisco where transiency and cultural deficiencies are quite apparent, and where the resulting problem of low school achievement, high drop-out rate, and low incidence of employment upon leaving school are most in evidence.

Included in the program were two elementary schools, one junior high and three high schools. The elementary schools fed into the junior high and it in turn sent pupils to the three high schools.

MAIN FOCUS OF THE PROJECT

The typically deprived child lacks communication skills and finds it difficult to respond to so-called "normal" teaching methods. Because of home and community environmental conditions which give rise to language, cultural, and economic disadvantages, the latent talents of many of these students remain undiscovered and are not adequately developed. It is necessary to develop and provide programs, courses of action, special services, techniques, and activities to stimulate student interest in intellectual, cultural, and educational attainment.

Goals for SCIP

Recognition of these major causes of difficulty led to establishment of a program of compensatory education with the following goals:

1. To improve language arts skills of pupils.

2. To improve human relations efforts in inter-personal situations for students, teachers, parents, and members of the community.

3. To increase school participation by parents and members of the community.

4. To improve teacher training to better meet the needs of culturally deprived students.

5. To improve student preparation for work.

6. To increase city-wide awareness of the responsibility for employing youth.

METHOD OF ATTACK

Outstanding teachers were selected to serve as the project staff. When the project began these teachers met to become acquainted with each other and with the purposes and goals of the project. They assisted in the original planning and were called upon to help give direction to the program as it progressed. Personnel, including teachers, principals, assistant principals, department chairmen, curriculum assistants, and members of the Superintendent's Central Office staff, also assisted in the original planning and continuous evaluation which took place.

In addition to local personnel three outstanding reading experts in the United States were invited to serve as an Advisory Board. These experts were: Professor William Iverson, Stanford University; Professor Constance McCullough, San Francisco State College, (Chairman); and Professor David Russell, University of California.

Many other authorities were invited to meet with the project staff during the three years. These included national leaders such as Dr. Otto Klineberg, Dr. Martin Deutsch, Dr. Perley Ayer, and local authorities such as John Robinson, Effie Robinson, Seaton Manning, and Earl Raab. Their contribution was in developing better understanding of the culturally deprived and in the area of human relations.

The ways in which money and personnel were used to improve a total school program included:

1. In-service for teachers in (a) academic areas and more especially the language arts skills, and (b) background information for better understanding of inter-group relations.

2. Improved utilization of instructional materials, equipment, and techniques.

3. Additional personnel and services for remedial reading, guidance and counseling, and home visits.

4. Parent and community involvement, including sensitizing the community to needs and enlisting financial support.

5. Extension of cultural and academic enrichment opportunities.

6. Responsibility for alerting the community to the need for jobs for youth and creation of work programs.

PARTICIPATING SCHOOLS

ELEMENTARY SCHOOL

The two elementary schools included in the San Francisco program are Raphael Weill and John Swett. The staff of these two schools consists of 45-50 teachers depending upon student rate of transiency. Approximately 1500 pupils are enrolled in the two schools. All pupils and teachers took part in the program.

Personnel

A fine staff of administrators and teachers served in each of the project schools. In some instances entire teaching careers have been spent in the school serving the children of the changing community. During the past three years bulletins have been prepared and shared which describe some of the activities carried on by the teachers.

In addition to the regular staff three "above formula" teachers were assigned to work with the two project schools. Their previous experience and background prepared them well for their work. Early in the program it was found advisable to assign each teacher to serve at specific grade levels, i.e., K-1-2, 3-4, and 5-6.

Special Group Teaching

Each project teacher selected two or three groups consisting of approximately twelve children each for special reading instruction. Students were introduced to the materials, equipment, books, or filmstrips being tried for the first time. Through the use of varied techniques, materials and equipment, and attention to individual needs, motivation for learning was increased. Classroom teachers commented on the marked improvement in reading shown by several of their children and also how their children were able to advance from one group to another following the special help.

Children looked forward to the help they received in the special classes. At the beginning of the semester when the children saw the SCIP teachers, they always said, "When are we going to have the SCIP classes again?" Others said:

May I come to the Ford Room with my friends?

* * * * * *

It's fun here. We had fun today.

* * * * * *

Teachers said:

> Several children in Mrs. B's reading group show marked improvement in reading. Three have been advanced from group two to group one.

* * * * * *

> Mrs. P's work with special children has improved their speed, response and accuracy of observation.

* * * * * *

> Ten children in my class of 29 low and high 3rd graders were helped by the SCIP teacher. In this group of ten there was one child who had a language problem who has progressed both in his association with others and in his adjustment to the school situation. Also included in this group was one child with a very low tested mental ability who has gained an increased interest in reading and school, another with a serious behavioral problem, and others who for one or a number of reasons needed a small group type of help away from the class as a whole. All have progressed and in my opinion raised their language arts ability by at least a grade.

* * * * * *

> The greatest noticeable change in the largest number of pupils attending the special reading classes was the change in their attitude toward reading. Although there were some children where no apparent change occurred, there were others whose attitude shifted toward a real desire to learn to read and consequently they put forth the effort to achieve this goal.

<u>Demonstration Teaching</u>

Sharing of methods took place through organized meetings, observation or demonstration lessons, and descriptive bulletins. When children went to the project teacher for special help it meant that classes were temporarily smaller.

Demonstrations for teachers in the two schools included use of listening center, tapes, recordings, filmstrips, multiple media approach, language experience approach to reading, and multi-level reading texts.

Comments such as these encouraged the project staff to continue the service:

> The project staff has been of invaluable assistance to me. Dropping down to a first grade from fifth and sixth grades, I felt I needed some reassurance, "ready reference,"

and demonstrations. This they supplied unhesitatingly! I have been supplied teacher's manuals, books, adequate seatwork, a complete word card set to a reading series, books from the Detroit series, plus real bended effort in setting up room environment. Six children were given individual help in reading which resulted in increased academic ability and now these children are reading on grade level.

* * * * * *

To have resource persons available and approachable such as the project staff is really tremendous.

* * * * * *

Principals recognized the importance of such demonstrations and indicated that "SCIP people could spend all of their time doing this one thing."

Evaluation of Materials

Project teachers and classroom teachers helped evaluate books, materials, and equipment new to the elementary division. These were frequently tried with the small selected group first and then shared in the regular classroom. A list of books, materials, training aids, and equipment found helpful is being prepared.

Although many items had been used by some of the teachers, the introduction to others led to a fuller program. Teachers shared their enthusiasm for materials, equipment, and techniques.

I found the Teletrainer which Mrs. P. arranged for us to use was very good.

It helped children become aware of the letters in the alphabet and numbers. I also learned something. I acquired more insight through the children's conversations.

* * * * * *

Children who had never participated began bringing in News so they could have the News recorded. The incentive of seeing their names in print had an almost incendiary effect and all the children became quite prolific. They reached the point also of not wanting to be interrupted by recess or dismissal and what is greater proof that they are in a frame of mind to learn. The children also took great pride in the works of others, freely offering congratulations.

* * * * * *

I liked trying out new educational materials such as "Talking Records", flash cards, magna board and magnetic instructional materials.

Enrichment Experiences

Teachers have always used field trips as a means of developing background and increasing experiences vital to the learning process. SCIP provided the opportunity to capitalize on additional staff, new ideas, and financial assistance. More than 1,000 students attended the opera, symphony, ballet, legitimate theater, fashion show, theater, college theatrical productions, parties, etc. Comments similar to the following were made by teachers and administrators.

> Our children lack sadly in experiences. Therefore their vocabularies are limited. They are willing and eager to learn of life but their parents do not and often cannot give them the experiences so it is up to us to enrich their lives. By enriching the children's lives we will be getting thru to the parents, for it is only natural that the children will want to share their experiences with their families and many parents will become curious and want to know exactly what the child is speaking of.

* * * * * *

A principal commented:

> During the past year SCIP teachers have done a tremendous job on Saturday and after-school hours in helping to enrich the lives of our children with the Jack and Jill Drama, Ballet Celeste, Roland Hayes Concert, San Francisco State Drama, and helping with the opera and symphony build-up.

* * * * * *

It was possible to plan more frequent trips for small groups. Teachers volunteered their week-ends and took more than 500 students on many enriching experiences. These experiences led to purposeful oral and written expression which finally resulted in reading materials.

Opportunities for similar experiences were provided students attending other schools. Notes were received similar to this one:

> Our principal and I wish to thank you for your kindness in inviting the children of our schools to the Ballet at Christmas time.
>
> The large group of girls, fourteen boys, two teachers and a parent were thrilled with the colorful spectacle, "The Nutcracker Suite." Seeing a live performance was a very rewarding experience for our children and we are most appreciative.

It was also possible to send several elementary school age children on either day-camp or boy scout camp outings. Funds were solicited and turned over to one of the neighborhood recreation leaders so that more children might profit by a camping experience.

Image Building

There is a noticeable lack of Negro representation in publications which may account for the lack of self-dignity and self-worth so evident in many of the students. A part of image building in SCIP included photographing youngsters around the school to make them feel important and to develop a sense of pride.

There is nothing new about taking pictures of children and their activities; however, when these pictures become a part of the building environment -- posted on bulletin boards in blown up sizes -- then, there is a difference. Bulletins containing the works of teachers and children featured photographs of members of the school. Children pointed to the pictures and said, "I know that boy" or "That's me!". Reading and attitude seemed to improve with the idea that the story was about "me." This early experience eventually led to the preparation of commercially printed texts featuring pictures of minority group children.

A variety of bulletins were developed. These included stories prepared by children, lessons or techniques introduced by teachers, or information developed by the project staff. Copies were often given to all children who were featured. In all cases, copies were provided the entire staff in the two schools. Copies were sent to each elementary school in the city. A Trip To the Moon, Creative Stories by Creative Children, How A Story Is Born, and Something To Crow About were a few of the titles of bulletins.

Pictures were used over and over again. It was indicated that:

> The photographs are permanent visual material which can always be referred to and used for review.
>
> * * * * * * *
>
> The pictures were a valuable aid in helping them discuss their experience and what they had learned from the trip.
>
> * * * * * * *
>
> The photographs helped to keep alive the interest. Everytime the children looked at them, they remembered certain things and talked about them.
>
> * * * * * * *

In addition to photographs and bulletins, books and magazines containing minority groups pictured were sought. Introduction of the Detroit series, Ebony Magazine, and the booklets developed by two of the project staff met with good reception. Efforts were made to identify and purchase additional books, such as Blue Willow, Two Is a Team, etc. All of these helped in building of ego.

The Freedom Foundation Award was received by one of the schools for work done on "The American Negro" in the social studies unit. In addition to the special unit, resource visitors brought materials and films, and held discussions which motivated the students. These visitors not only brought in valuable information but served as models for image building and vocational opportunities.

A group of approximately 30 sixth grade girls met twice monthly. Their group was known as the Good Grooming Club. It had elected officers and the girls learned parliamentary procedures. The girls were taught hair styling, grooming, diet, poise, and diction. Local resource women were brought in to help. Imagine the thrill when one of the girls was invited to have her hair styled at a local beauty salon. All of the girls attended a fashion show as a culminating activity.

Volunteers

Storytellers, originally invited to serve in project schools, have been telling stories to children in many schools. When teachers were asked about the storytelling one said,

> The children in my class have enjoyed the storytellers very much. In fact, these women have been so warm and friendly that one little boy went up to the storyteller and kissed her on the cheek when she finished her story.

Another teacher said,

> My storyteller is superb! Her stories are chosen exactly for the group she will be working with. She seems to have complete understanding of what five-year olds are like and what they like to hear. Her manner with the children is extremely good — she and they (and the teacher, too!) are together in the story and there is complete involvement of the listeners. The second time she came into the room the first child who saw her jumped up from his blocks shouting, "A Story!" and immediately went to sit down with her. This is indicative of the entire group's interest and enjoyment.

Two bulletins describing the need for reading aloud to children and storytelling were prepared and distributed to teachers in the program. Copies were also furnished other elementary schools in the School District.

The idea of storytellers was so well received that a storytelling class was initiated for adult volunteers interested in working in the

schools. This program was a joint venture of the School-Community Improvement Program and the Volunteer Bureau. Approximately thirty interested San Francisco citizens completed the course which included background to storytelling, the importance of storytelling, how to tell stories, creative dramatics, puppetry, and building story lists.

Storytelling service was extended to the health center and clinics. A school nurse reported that she visited a home where the parent was reading to her children. The parent said, with a smile, "A lady at the health center told me to read to my children."

A Teacher-aide program grew from two volunteers to approximately forty. Volunteers relieved teachers of menial tasks, thereby freeing the teacher for more purposeful activities with the class. Teachers have been heard to say, "I don't know how I ever got along without her."

From this beginning has grown a new service group known as The San Francisco Education Auxiliary. The members believe that a teacher can use dependable, intelligent volunteers to relieve them of many non-professional chores and can assist as part of a classroom team.

Volunteers with special ability have been utilized to enhance the program. Talents included ability to work with groups in creative drama, creative writing, and art. Storytelling, tape recording, displaying children's work on bulletin boards, serving in the school library, and listening to children read were other ways in which the volunteers helped.

Unsolicited letters were received from teachers in appreciation of the help. An excerpt of part of a letter is reprinted.

> It has been my pleasure to have the assistance of Mrs. H of the Art Volunteer Program in my 5th grade class this semester. Through her industrious efforts, I feel our art program has been greatly enhanced. I can express only great delight concerning the accomplishments of this program. With the expert assistance of Mrs. H., I feel my class was exposed to activities I may not have undertaken without help.

Study Centers established in nearby agencies enabled students to receive extra help during afternoon and evening hours. Some of the teachers volunteered their time to help initiate the program and supervise the volunteers. One elementary teacher wrote,

> The study center was a boon! There were about ten of my children who regularly attended. They were given specific assignments on those days that required more thinking and outside help which was available for once.

Parent Participation

Parent participation increased. Project teachers visited the homes of children with whom they worked. As trips were planned, parents were

visited and invited to go along. Project teachers relieved classroom teachers so that they might meet with the parents. Teachers who were hesitant about parent meetings became more confident.

The purposes of home visiting and parent conferences were to improve the image of the school in the eyes of the parent, to provide incentive for students, to establish educational goals, and to encourage parents to come to school.

One teacher who met with all but two of her students' parents said,

> Thirty-four children have been in attendance on my register. I have had the good fortune to meet with one or both parents of all children, except two. These parents, I have contacted by phone.
>
> Most of the parents appeared anxious to learn how they could help their children. They asked that books, paper and pencil be sent home. Some mothers have made return visits to the class to check their child's progress. During conferences, some scheduled, some due to parents "dropping in", we discussed points listed on the attached sheets. Many parents stated this was helpful because they did not know what was expected of their first grader. I saw real good results of these parent conferences.

PTA meetings and school programs were planned to interest parents. They came to see their children participate in Negro History Week programs or learn more about the School-Community Improvement Program.

Increased Visits

Teachers, administrators, and interested lay people visited the schools. They met with the principal, visited classrooms, and observed the small groups being taught by the project teachers. Conference time allowed for such meetings provided excellent means for sharing techniques, bulletins, insight, etc.

The SCIP teachers also shared experiences with others interested in improving programs of learning for the children facing similar difficulty. Meetings were held with representatives from publishing companies, college personnel, and specialists from neighboring school districts.

Miscellaneous

Much of what was done is difficult to describe or measure. There are intangible benefits which accrue by merely having the "right" people around when you need them. Teachers indicated their appreciation by such comments:

It was a pleasure knowing that at times when some questions or problems arose, the project staff were there ready to extend helpful knowledge and material.

* * * * * *

Mrs. P. has been extremely helpful. She retested some of my children at the beginning of the year to firm up the reading groups. She has always responded immediately with practical ideas and even room demonstrations. She typed reading material for me with her primer typewriter when the school one was out of order. Her friendly, optimistic attitude has been a morale builder for all of us. It is nice to have someone to tell our troubles to.

I hope you all come back next year.

* * * * * *

I have nothing but the highest praise for the SCIP teachers.

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I don't think I need to tell you of the practicality and the educational soundness of the multiple-media approach to language arts. The development of this material and its procedures owes much to the SCIP program. The type of child that has NMA (negative mental attitude) toward school and books usually thrives on mul.-med. He can express things in his own manner.

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As far as I am concerned the greatest help given me was an insight to these children, an understanding of their problems and therefore, compassion.

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Mrs. B's visits were of considerable help. This was my first year at school and my first year of teaching. Mrs. B's method gave me many helps in diagnosing difficulties and in gearing goals of achievement to individual children.

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According to a principal,

Probably the most important factor in the SCIP program has been the raising of the teacher morale in our

school. Undoubtedly, the publicity and the recognition that our school and the program has received has given our teachers the feeling that they are doing a most important job. We know that our teachers are in the forefront of the challenge to education. Through the program, they now know this also.

The compensatory aspects of the program have provided many of our children with special help in reading. During the time that these children are taken from their classroom for this special help, our regular teacher has the opportunity to work with a much smaller group, therefore, up-grading the total program of reading in the classroom. Our recent California Basic Skills test has shown that the 5th grade classes median reading score was above grade level. This is a definite improvement over our last test scores which indicated that our children were below grade level.

A junior primary class was established to extend experiences and provide additional readiness activities for children not ready for the first grade program. The emphasis was placed on improving oral expression, encouraging children to participate in group activities and on extending their experience through field trips, records, films, resource visitors, etc.

As was indicated earlier, the approach was to help an entire school grow, not just a selected group. Based on comments, participation, and test results, it appears that there has been success!

Evidence of Growth

Attitudinal Changes in Teachers

There have been many changes in the attitudes of the teachers in the site schools as discovered in informal discussions and through classroom observation. Though the changes listed below do not include all the teachers, they are not necessarily limited to a single teacher.

1. Greater acceptance of minority group teachers.

2. Greater recognition of minority group contributions.

3. Interest in Negro children, history and culture because they realized its importance in building self-esteem.

4. Insight into children and themselves as a result of Human Relations Courses at Benjamin Franklin and John Swett.

5. Awareness of the value of bringing first hand experiences to children to expand their backgrounds.

6. Greater acceptance of new ideas.

7. Better understanding of their own prejudices.

8. Awareness of the need to identify weaknesses in order to create an effective learning situation.

9. Realization of the need to adapt the curriculum to the children, not the children to the curriculum.

10. Recognition of the need to extend beyond the classroom and become involved in community activities.

Attitudinal Changes in Children

1. Improved work habits.

2. More alert and responsive.

3. Healthy respect for books.

4. A desire to get more library books.

5. More reading at home.

6. Eagerness to read.

7. Related SCIP reading experiences when returning to regular classroom.

8. Overcoming shyness.

In SCIP Classes

1. Accepted books because of motivational approach.

2. Accepted themselves.

3. Anxious to attend.

4. Enthusiastic about new materials.

5. Liked being part of an experiment.

6. Attendance was regular.

7. Improved behavior.

8. Attentive, ready to work, didn't want to leave, were involved and interested.

9. Upper grade children recognized their own weaknesses.

JUNIOR HIGH SCHOOL

Benjamin Franklin Junior High School has served pupils of the San Francisco Western Addition for more than 10 years. Under ordinary conditions it has a staff of approximately 60 teachers and 1100 students.

Students are grouped homogeneously for classroom instruction. Special instructional programs are provided for students who require remedial help and for those who are above average in ability.

SCIP provided personnel, material and equipment, and an opportunity to experiment. It was only one part of a total school program. The manner in which the personnel and classes were assigned changed as new insights were gained. Many claim that SCIP has been a team approach to teaching.

SCIP Personnel

Two teachers were assigned to the School-Community Improvement Program to teach reading and be available to carry on activities that insure articulation in the project classes, to serve as consultants, and to act as resource teachers to others on the faculty. A special counselor was assigned to the project for three periods each day to work with the project teachers, students and parents.

In addition to the "above formula" teachers, several members of the regular staff served children in the project classes each year. They taught SCIP classes and also in the regular school program. The number of teachers who volunteered to teach SCIP students grew each year as the emphasis of the program was adjusted.

Teachers also shifted their teaching assignments. The two project teachers taught in all of the academic areas, i.e., social studies, math, and science, in addition to the English classes. This was done to search for new techniques applicable to the different fields. They concluded, however, that it was better to use teachers trained in the subject areas who had special or further training and who were willing to emphasize reading.

Services

Project teachers provided varied services which included:

1. working with children assigned to SCIP classes
2. helping individual teachers acquire materials and teaching techniques
3. collecting and sharing information about individuals and suggestions for meeting specific needs
4. selecting, evaluating, and making available new materials for use by other teachers

5. demonstrating use of methods, materials and techniques in teachers classes

6. conferring with head counselor, administrators, teachers, and students

7. greeting and hosting visitors interested in learning more about SCIP

8. serving as temporary substitutes in SCIP classes in order to provide opportunity for team-teaching, conferences, etc.

Project Classes

Approximately 150 students per year were enrolled in the special classes. During the first year one class was assigned for each half grade, low seven through high nine. Classes averaged 24, and students were placed in the program if they fell within the IQ range of 85 to 100, and/or teacher judgment. The other factor was the low reading test score.

In the first year each class met with three teachers who had been teamed to work with the students. Help was given in English, social studies, and arithmetic. Eighth grade students met with an additional project teacher for science.

Teachers were assigned four periods of instruction each day. Their conference periods were used to discuss the students with whom they worked and to coordinate instruction. The SCIP teachers also gave specific help in methods of teaching reading in the content areas and sharing of materials, books, and equipment. Their help was sought and was well received as reflected by comments made by several teachers, who said,

> There was a wealth of materials provided. Resource persons in Mr. O. and Mrs. N. have been most helpful.
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> I have seen definite improvement in some of the children. Whether it can be attributed to SCIP, how do we know? I think the children feel a definite sense of gratitude, appreciation on the whole. I can tell this by their change in attitude towards education, school, teachers - their sincere effort to improve.

Although students were still selected from all grade levels as in the first year, during the second year the class size was cut to approximately 18 per class. This was made possible by eliminating the conference period, thereby providing an additional instructional period. Approximately the same number of students received the benefits of smaller class size and specialized instruction, but the change made it possible to involve more teachers from the regular staff. Smaller classes played an important part when considering the success of the program.

In order to gain maximum benefit from the program another change was initiated during the third year. As ninth grade students left the school their teachers were assigned to work with seventh grade students. It was felt that as much should be done during the first year of junior high as could possibly be done. Some ninth graders who required special help were continued in the reading lab program.

This emphasis at the seventh grade provided an excellent opportunity to include parents, to instill pride, to teach school rules, to indicate homework schedule, and to become acquainted with students early in their school experience who might need special help. Because service was extended to almost all low seventh graders it was possible to have one section of faster moving students.

Materials and Equipment

All kinds of teaching aids were sought, tried, and evaluated. Multi-level texts, library books, charts, EDL, SRA and LMI instructional kits, filmstrips, games, workbooks, duplicated materials and mechanical devices such as tachistoscopic shutters, controlled reader, tape recorder, listening center, individual previewers, and reading accelerators were tried. These were used with reluctant as well as rapid readers. One enthusiastic user of SRA materials reported,

> The kids adore it and want to start before the class begins. They're really interested. It gives me a chance for individual help.

Materials, training aids, devices alone, however, do not teach the students. It is necessary to have teachers who have empathy and understanding as well as who know how to introduce and use these aids. It was evident that interest and motivation increased and students began to improve under such conditions. Here was an opportunity to find success in reading even though the instrument used was not always the printed page.

In the science classes in the eighth grade the basic curriculum was followed, but in many cases separate books, pamphlets, and other materials were brought in and used. Wherever possible classroom experiments and visual methods were used to supplement the books.

The students were found in most cases to be as deficient in mathematics as in reading. Because of this, much time had to be spent in review of the fundamental arithmetic processes. Many teacher-prepared ditto materials were designed for the particular needs of the classes. With the smaller classes, much board practice was possible and one of the math teachers used the "each one—teach one" technique. In addition to fundamentals, emphasis was on practical examples and understanding of the reasons for the processes used. Word problems became reading lessons as well as math problems.

Because of the smaller class size the students in SCIP had more opportunity to verbalize. It seems to be a natural corollary to the

emphasis on reading that the student is involved in oral work. Patterns of speech show up in oral reading where the student reads as he would speak, i.e., they was, mans, etc. Teachers became aware of progress being made as pupils heard the difference between what they said and what should be said.

The Reading Labs

Reading labs were initiated. One was available to seventh graders in SCIP classes who were recommended by their teachers for additional help. Students for the second reading lab were selected from the school at large rather than from the SCIP classes. They were referred by academic teachers to the counselors and then to the project teacher. Each student referred was interviewed and tested before being accepted.

Most of the laboratory instruction was individualized. Each student proceeded at his own rate. Individual assignments were prepared which enabled him to develop in understanding and following directions. Limited enrollment provided opportunity for much individual work. Two examples of help given in the labs and their results are cited:

> One seventh grade student entered with a reading knowledge of eight words among the 25 most commonly used. He was in the habit of spelling each word before he guessed it. He was given sight word training with Instant Words and the previewer, and the beginning of sounding techniques with Bloomfield's Let's Read. From that point initial consonants and consonant blends were emphasized. A great deal of oral reading was done so that praise and encouragement could be frequent in each lesson. The boy was extremely aware of being inferior and had family and personal problems which he talked about when alone with the teacher. In about twelve weeks he was able to read completely the first of the Jim Forest series aloud with a minimum of help.
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> Another boy, a ninth grader, entered the lab reading at about the third grade level. He was a perfectionist who was afraid to trust his ability and yet was only a word guesser. He also received training in initial consonant sounds (to make his guessing more reliable) and work on the controlled reader (to prevent his constant desire to check and recheck). At the end of the semester this boy read more easily and accurately and with more confidence. As yet he is not reading even close to his grade level, but progress is evident.

Special Class

Special before school reading instruction was initiated for both the fast and the retarded reader. Each Monday, Wednesday, and Friday morning

a varying number of students arrived at 8:00 a.m. to work at improving their reading speed. Each semester a large group of hopefuls turned out only to dwindle down to a small faithful group. Reading speed was emphasized throughout the group meetings. Most of the students who appeared regularly for several weeks showed marked gains on controlled reading speeds with good comprehension. The few who continued beyond the first several weeks in most cases showed consistent gains when reading in test situations up to speeds of 600+ words per minute.

Special Counselor

Each year a member of the regular staff was assigned part time as a counselor tc serve the 150 students in the program. (During the three years there were four different counselors. The first two were men, the second two women. Reference to "her" is used rather than shift for each person.) The counselor made herself available to students by appointments at their request. She conferred with teachers, the nurse, and social worker, and relayed information based on her findings. Programming SCIP students was another major responsibility. As a result of greater understanding of the children's background and particular needs, the teachers were able to do a better job.

The counselor indicated that her position included a variety of experiences -- sometimes hectic, but always interesting. She was able to meet with almost all of the students who either requested conference time or were referred for help. Each visit lasted a minimum of ten minutes.

In order to gain as much information as possible about the students and the program and also to have them become accustomed to seeing her, she visited the classes as often as time permitted. As a result, many of the students talked informally with her and others arranged for a conference.

Parents were contacted at home, at school, and via the telephone. The counselor informed the parents about the progress of their children. Reception of the counselor by parents and students impressed her with a feeling that higher goals for the children were desired, and that most parents wish to cooperate with the school in any way they can.

Home visits were initiated by the home counselor:

1. to orient and acquaint the parents and/or persons responsible for the students with the purpose and concern of the program,

2. to become familiar with the physical and social environment outside of school,

3. to acquaint parents with the fact that their children were earning poor grades or were misbehaving in class, or

4. to inform parents of growth on the part of certain youngsters.

Although in most cases parents expressed a deep concern, some gave indication of inadequacy and requested some guidance and/or assistance in dealing with the student in the home. Teachers, in commenting on home visits, said:

> The counselor has brought very perceptive observations from his home visits. The result has been information about children of a kind I have never had before in teaching.

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> The counselor shares her information with us and it often gives us more insight into the students and their problems. With this knowledge, it is remarkable, in some cases, how the children succeed at all.

One pupil who had been excluded from school for a time during the elementary grades was making an excellent adjustment to his project classes. The boy was called to the office, complimented on his change, and a home visit made. When the counselor knocked on the door the mother asked, "What did he do now?". When she was assured that her boy had improved so much that the school wanted her to know it, she cried. This boy has developed a more positive feeling toward school.

Probably one of the most rewarding experiences for the counselor was the opportunity to speak to parents at the various community churches. This phase of her work was also most profitable for the school. Arrangements were made by contacting the ministers of Negro churches in the neighborhood. Permission was asked to speak to the church members, many of whom were also parents of children attending Benjamin Franklin.

The ministers were very cooperative and arranged for the visits. It was evident at the meetings that the parents were as enthusiastic about the chance to meet as were the school people. They listened attentively, pledged support, and invited the counselor back.

Enrichment Experiences

The principal of Benjamin Franklin initiated a camping program for selected students. Teachers volunteered their services and a wonderful week-end was had by all. This has become a regular part of that junior high school's activities.

Arrangements were made for students to attend the San Francisco Symphony, ballet, theater, and other cultural enriching activities. Not only was the eventual destination important, but the travel to and from might be considered equally as important an experience.

Fishing trips were scheduled by two of the teachers. These resulted in stories about "The Fish That Got Away", and similar fish stories. Motivation for writing and talking were at a high level.

Evidence of Results

All of these efforts on behalf of the students have paid dividends. Administrators and teachers readily agree that changes have taken place in attitudes. There is a greater respect for learning and the need for an education. An effort is now made to complete home assignments and turn them in. Books are brought to class and student attendance is more regular.

One teacher supervising the regular testing program indicated that it was a simple matter to discern which students were a part of SCIP and which had not had the special help. The SCIP students carefully looked over the test and attempted to answer the items. Most of the others merely marked their test answer sheet with little regard to the question.

In an earlier report of progress it was indicated that "low-seventh grade students when tested in high eighth grade showed a gain of 16 months in reading comprehension, the skill area of greatest disadvantage at the beginning of grade seven." It further stated that "the high eighth grade at Benjamin Franklin attained a grade placement level which is about three months higher in reading than the Spring 1960 high eighth grade at this school although the mental ability level was similar for both groups of students."

A letter from one of the teachers to the Director indicated,

> You will be happy to learn that both candidates running for the presidency of Ben Franklin are from SCIP. They were chosen by the student council as being the finest two representatives from the group who had met the requirements and were eligible for consideration. (Note: The student elected did an outstanding job as student body president. This would never have been possible without the special help given.) In the previous term both had been elected to Kite & Key, an honor society.

During the final semester of the program the SCIP counselor assigned to Ben Franklin noticed that the low nine boys who had been in the program formerly received fewer F's than other low nine boys. The head counselor was interested in this and made a study of report card grades with a comparable low nine. The study showed that the SCIP students received one third the number of failing grades in academic subjects and one third the number of Unsatisfactory marks in citizenship.

Reports from teachers state:

> Some of the students who said that they didn't want to read and didn't like to read when they entered SCIP now present extra work for their teachers.

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A "very hard to reach" child expressed her disappointment in not being able to continue in the reading lab.

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It's easy to tell the "ex-SCIP's". They listen and try.

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They are not so explosive now. They've lost the big chip on their shoulders and they are more receptive.

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Look at this writing. When he was a low seven you couldn't even read it and he couldn't care less. Now look at the care in which he forms letters. Somebody sure worked hard on him. The improvement in this high eight boy could not have been accomplished by only one teacher. It took a team working together to build enough strength to capture his interest and develop his motivation. Little or no motivation existed in him as a low seven and patterns of resistance had been set.

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The SCIP program is not a perfect one; however, it is a definite improvement over the more traditional teaching programs. The main reasons for this are two: 1) it is a realistic attempt to discover not only the needs of the students, but also their actual knowledge and skills so that teaching can begin at this point; 2) it takes into consideration the educational needs of the students with regard to their place in the community, and their present and future occupational needs. Because these students are "culturally deprived" they must be taught more than the structure of a leaf, how to subtract decimals, and the names of the Revolutionary Fathers. Naturally all such facts and skills are important for one reason or another, but there are more essential considerations if the "culturally deprived" students are to profit from the educational opportunities offered them. The SCIP program is a giant step toward the realization of this goal.

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Why has the SCIP program been successful? What is it that has made it successful? Is it a technique? You can ask all sorts of questions. It's really a combination of all these things -- smaller classes, greater individual help, greater knowledge of individuals through conferences, etc.

It is true that the project "reached" only 150 students each term. However, there is reason to believe that other teachers and the entire student body profited by having resource help. Many wonderful things happened in the school and the community — and it seems safe to say that SCIP served as a catalyst.

SENIOR HIGH SCHOOL

Three San Francisco District high schools were included in the SCIP project in order to follow graduates from Benjamin Franklin. Within the three schools there are almost 300 teachers who serve approximately 7000 students. In addition to follow-up of Benjamin Franklin graduates in the program, school personnel provided help in reading for all students. Leadership within each of the schools had led to experimental programs prior to SCIP which later became a part of the newly initiated program. The provision of additional personnel, material, and equipment enhanced the program. It was interesting to observe how each school developed a comprehensive program to meet its particular needs.

At Galileo, George Washington and Polytechnic High Schools a member of the regular staff was appointed to serve as the project teacher. These teachers brought a background of special training, experience, and an interest in reading instruction. Because of the nature of the program it was necessary to involve additional members of the regular staff. These included teachers of English, music, mathematics, social studies, foreign language, home economics and physical education.

Each school established goals and objectives in light of the needs of its own student population. Project teachers worked closely with administrators, counselors, teachers, and heads of departments in the establishment of the special programs within the various buildings.

Developmental Reading

Developmental reading programs for all entering low-ten students were established in two of the three high schools. Students were assigned a block of nine weeks of reading instruction in conjunction with the course in Driver Education. Developmental Reading was taken in addition to the regular English course.

Major goals of the Developmental Reading program were to make every student who entered aware of the importance of reading, to give continued help to students who required it, to give added training to teachers, especially those in subject areas other than English, to teach reading, to promote enthusiasm for wide reading, to develop taste and maturity in literature, and to make all teachers aware of the importance of reading in content fields.

In-coming low tens in the third high school were programmed into regular English 3 classes. Students were not assigned to developmental classes; instead, the major purposes of the program were:

1. To identify those students who, by virtue of their native intelligence, have the potential for academic achievement.

2. To remedy the reading disabilities and cultural deficiencies of these students through a special concentrated program.

3. To make these students aware of their academic opportunities.

Related purposes were:

1. To assist retarded readers in achieving maximum performance level.

2. To provide help for the student of average intelligence in developing those reading skills and study skills necessary for success in high school.

One of the teachers of reading said, "I believe that I can make a safe estimate when I say 70% of our students improve their score on the STEP reading test."

Another said, "This year, low 10's of poor reading ability have been coming to me asking to be placed in Reading Lab. This has never happened before. Teachers are suggesting Reading Lab to students."

Reading Labs

Reading Laboratories were established for students with more severe retardation or special problems. Class enrollment was limited to a maximum of 15.

The need for remedial work was so great that it was necessary to constantly add to the number in existence. The manner in which students were selected varied with each school.

The labs were well equipped which meant that teachers could provide for special needs of the students. There were mechanical aids and multi-level reading materials, as well as an understanding teacher who knew how to diagnose and provide remedies.

In one school a Reading Lab section was established for students who spoke English as a second language. These students had problems which were quite different from those of the retarded reader.

In a recent visit to a school the project teacher said about one of her lab students, "I've had it with him! I don't think I can take any more." Later in a small group discussion this boy admitted,

> When I first came to high school I planned on quitting when I became 18. Now that I've had this course and know how to read, I'm going to finish school.

Of course the teacher changed her mind when she heard of the progress made. Other students in this same group pointed out the success of the program by their comments:

> My report card is much better now that I've had this class.

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> My mother says that I read much better at home.

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> I know I've improved in my reading because it's a lot easier now in my other classes.

In looking at the report cards for the previous grading period it was apparent that growth had taken place. All of the report cards except two were free of F's in academic subjects and U's in citizenship.

In another lab two boys were helping each other. The principal remarked that he hadn't seen one of the boys in his office since last semester. In talking with this eleventh grader he promptly attributed his success to the reading lab instruction received. He told how he was helping the other student and that in return the other boy was helping him. This was truly a team-teaching approach. Most interesting of course was the fact that both of the boys had been in trouble in previous semesters and were considered non-readers.

The teacher of that group capitalized on the interest and resources of the students in her group. Although they did much basic phonic work, they were encouraged to bring books, magazines, paperbacks, etc. from home to share in class. These meaningful materials were found interesting by almost all of the members of the class.

College-Bound

There were also classes for students with good ability or those who could be considered college-bound. The emphasis on reading skills in the subject areas produced greater ease in reading and studying for those areas. The students indicated that they got better grades in many of their subjects.

Skill Reading was offered as an elective for average students who wished to increase their basic knowledge of reading skills and to gain reading competence in subject areas.

Critical Reading was also offered for above average students who wished to extend their reading competence to the areas of analysis and evaluation of ideas and methods.

Another course, "Contemporary Literature," placed emphasis on discrimination and increasing the student's critical attitude toward what he reads.

Voluntary before school classes were established. These were opened for short periods to serve specific purposes. Attendance was good and teachers and pupils expressed the value of such classes.

A new class, Skills Review, was instituted in one school for low ten's who failed English in the ninth grade. These students take the course in very small groups during the nine weeks they are not taking Driver Education.

During the three year period the numbers of classes grew. Recruitment was no problem - students invited their friends to enroll in class the following semesters. Teachers also volunteered to teach the courses. What better recommendation for the worthwhileness of such classes!

Equipment and Materials

Equipment, materials, and books were provided for all classes and special labs, including Controlled Readers, Tachistoscopic shutters, individual previewers, tape recorder, and reading pacers.

SRA Kits, Tac-Tiks Boxes, special texts for reading, dictionaries, high interest content - low level vocabulary books, paper-back books, and other easy reading books were purchased. The students were able to read and do the exercises required.

Materials, equipment, books, and other teaching aids were constantly examined, tried, and evaluated. Many of the items found to be successful were introduced in other subject areas as well as in the regular English classes.

Other Services

In-service at-the-site was conducted by the special project teacher for teachers who volunteered to serve in the program. Through demonstrations, supervision, lesson planning, instruction in use of machines, and provision of materials and equipment the project teacher helped provide the necessary ingredients for a successful program.

Clinic work was provided low ten students who had just graduated from Benjamin Franklin Junior High School and who were involved in SCIP. The major purpose of the clinic work was to help them master the work in high school and to keep them from becoming discouraged by the difficulties they normally encounter in making the transition from junior high to senior high school.

Others receiving help were students who were in special Reading Lab during previous semesters. The purpose was to strengthen their new skills and to help them to apply these skills to the subjects they were taking. Another function was to keep their morale high, for these pupils tend to become discouraged most readily.

There were other ways in which the SCIP high school staff provided service. Each project teacher served on the District-wide book evaluation

committee. Since they were using many new books in their programs they were able to make a real contribution.

A major special service was the writing of the Curriculum Guide for Developmental Reading - a step-by-step outline of developmental reading practices for the entire School District.

Many visitors observed in the schools. These included guests brought by the Director, teachers from within and outside the School District, student teachers, businessmen, visiting dignitaries from other states and countries, parents, and others.

Some students who had received instruction later volunteered to help in reading labs. Their services were invaluable as they knew of the problems and also the techniques for correction. What an effective tool for recruitment.

Home Visits

Home visitation was also tried with parents of San Francisco's high school students. The students were delighted that someone from the school visited and told their parents good things about them. They appreciated the time it took and even remarked, "Now my Mom knows what goes on in school," and, "They couldn't understand before why my grades were so bad." Several children remarked that they could talk about school more freely with their parents because an outside person had explained about school. Comments by teachers included these:

> I cannot stress too strongly the help these home visits have been to me in working with the students in the class. I think that they have also allowed the parents to know what is going on in school and have made the students aware that both school and parents genuinely wish to assist them.
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> The visits have been a great help to me, and the reports have changed my attitudes toward some students by helping me to realize some of the problems the student has.

Evaluation

SCIP teachers have commented on academic growth and additudinal change. Students are much more knowledgeable about vocabulary, methods of study, or doing tests than they were before taking the reading course.

Project teachers pre- and post-tested students to determine the amount of growth. During the fall semester of 1961 the STEP Reading Test was administered to 416 low sophomores. Approximately one and a half years later it was possible to retest 264 of the original group on the STEP Reading Test.

The average or mean score on the 1961 test was 276 (32 percentile for 10th graders) and on the retest it was 287 (40 percentile for 11th graders). It is interesting to note that this gain of 8 percentile points was obtained with forty hours of instruction given one and a half years before the retest. It should be pointed out that if the mean percentile rank had remained the same it would mean the group had improved in reading, as norms are different for each grade level.

Based on report card grades, comments by teachers of other classes, evidence of changes in attitude, notes from home, and actual learning evident in the classroom there is reason to believe that the program has been effective. Comments such as these serve to assure the staff of the good of the program.

> One clinic boy got an A, 100%, on a reading exercise. It was the first A he had ever received in anything; he had me (the teacher) sign the paper to make it authentic and he took it off to exhibit it.
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> One of the girls in the lowest reading group got a C+ on her report card; it was the highest grade in her group. As she walked back to her desk she practically floated five inches off the ground and told everyone that she had gotten the best grade in tones that showed that such a thing had never happened before.
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> One of our young ladies is accomplishing quite well in all her classes, has held the office of Registry President this past term, and has assumed the role of student adviser to incoming students. All of this has been done in spite of the fact that she was extremely retarded in reading skills (about third-fourth grade level) upon her entry into high school. She has worked very hard during two semesters of Reading Lab to learn how to do things; previously she was defeated before she began.
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> J. felt that the whole world was against him when he began in the reading program. He was so unsure that he would not respond in class, even to such questions as: "What page is the picture on?". He spent two semesters in reading, during which time he improved tremendously in his reading skills; he is a bright youngster, and he was able to learn fairly fast. He was given a lot of help in U. S. History 1R also. At present, he is one of the most responsive youngsters in the English 5 class; he has made up a number of his deficiencies, and he fully intends to go to City College and take one of

the technical courses. He is outgoing and much more confident of his abilities at this point; I don't think he's said, "I can't do it because I'm stupid", for a whole semester.

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T., who is now a H-12 and going to City College to be an electronics technician, was the slowest, most self-conscious reader you would ever want not to see. His reading skills were not really that bad, and he was capable of understanding material at the sixth-seventh grade level. T. is a very bright boy with non-verbal materials, and we worked on translating some of this knowledge into verbal terms. He developed an interest in science fiction, read almost everything the library had in this area, started buying paper-backs on his own which he brought for me to read since I like science fiction too. He has developed into an articulate, fairly self-confident young man who enjoys reading--even material other than science fiction.

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R. was in the program at Benjamin Franklin Junior High. When he came here, he thought he could manage his academic work without further help in reading, although he did attend clinic sessions for a year and still drops in when he has difficulties. His attitude has always been good. He has managed to pass all of his subjects and acquire a good number of B and C grades in academic courses; English is a problem and his grades are usually C or D. Last term, he was vice-president of his class, and this term, as a L-12, he is president. It's hard to think of a student who is more respected by everyone than R.

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And finally, one of the project teachers had this to say:

Three years is not a long time in the educational world. Many of the ideas and practices which we have started in this program will only begin to show results after they have passed beyond the stage of infancy. The primary objective, which we have definitely attained, is to make the reading program an integral part of the total school program. The SCIP classes and services are not regarded as something strange and foreign; they are blended in with the whole program which the school offers. Many people are very interested in what we are doing; most simply regard the SCIP set-up as something which ought to have been in effect a long time ago. This, I suppose, is a form of acceptance.

What should I say is the fruit of the three year's program? I believe one of the most beneficial factors has been the freedom to experiment—with class selection, with class size, with selection of materials, with methods of evaluation. It is probably only in a program like this that a teacher has the room and the liberty to try things and to evaluate the results honestly and then to act on the results. The program has given, in this most direct way, recognition to the judgment and capability of—of all people—the teacher in the classroom.

Another important result is the fusion of human relations principles and academic discipline. The result here has not been as widespread as one might wish, simply because the notion of the students as individuals with problems which affect their learning capacities produces wide emotional responses. We, none of us, want to be bleeding hearts, and yet the work done under the SCIP program has shown that understanding does not necessarily equate with soft-headedness and that acceptance of students of cultural backgrounds does not bring immediate corruption and disintegration of values. I think that the SCIP work has shown people that it is possible to use what we know about people and about backgrounds and make this knowledge count for something in schools. If you wish, you might say that part of the improvement in the School-Community Improvement Program has been in the viewpoints of the teachers involved, and that the students are not the only ones who have become acquainted with higher horizons.

IN-SERVICE EDUCATION

A continuous and vital part of the program was sharing of information. From the very beginning there was a recognition of the need to communicate what was already known as well as that which was being learned on the job. Although the initials of the program (SCIP) have often been interpreted as Sensible Communication Is Possible, it has not always been that simple to convey the message. Attempts were made, however, to share information in every conceivable way.

In-service training was provided both in (a) academic areas and more especially the language arts skills, and (b) background information for better understanding of intergroup relations. This was accomplished in the following ways:

1. On-the-site help through demonstrations, coffee clatches, grade level meetings, and mimeographed bulletins. The regular staff as well as project teachers assisted in providing demonstrations or sharing of information whenever necessary. Teachers had this to say about the help.

> One very important aspect has been the feeling that if the classroom teacher has perhaps had something

worthwhile to contribute, there has been someone ready to listen, evaluate, and possibly use the idea for the benefit of others.

* * * * * *

I have found our daily contacts with the special teachers have served as a stimulus which should not go unrecognized. Many times we have had discussions of our special problems, of new techniques, of facets in the Western Addition in relation to our children, and of many areas. This communication is of the greatest value.

* * * * * *

The greatest help given to me was the understanding of the problems of these Negro children. It was hard for me to make the transition from one culture to another. As far as I am concerned the greatest help given me was an insight to these children, an understanding of their problems, and therefore compassion.

* * * * * *

Services were available to teachers at all levels. Project teachers were allowed released time in their daily schedule so that they could be available to teachers seeking or in need of assistance. At the high school level the project teachers visited the content area teachers class and gave demonstration lessons. They also tested individual pupils and furnished helpful information or materials.

2. Visits for teachers serving in schools other than those included in the project were provided during the first year of the project. Since that time a more informal visiting program has been in effect.

3. Workshops were held each summer. Approximately 500 teachers received help in reading instruction and intergroup relations. Teachers earned two units of in-service credit for each workshop attended. The courses were made meaningful through the use of local teachers as well as specialists from neighboring colleges or nationally recognized experts.

Here again, materials, techniques, and views were shared. Demonstrations were provided wherever possible and teachers were given an opportunity to work with the materials and equipment. Evidence of the worthwhileness of these workshops can be seen as visits are made to classrooms throughout San Francisco.

4. In-service courses in reading and intergroup relations were not new to the District. Long before SCIP came on the scene efforts

were made to share good techniques known in both areas. However, because of additional staff and money, and because of the current interest, it was possible to increase the number of courses offered.

Early in the program the Principal of Benjamin Franklin Junior High School introduced a course entitled, "Factors in the Education of Majority Group - Negro Child." This course served as a means of acquainting teachers, counselors, and community leaders with some of the problems faced in common by all. Since then courses similar in format have been offered in other areas of the city.

Participants in the intergroup relations courses wrote:

> Perhaps I had unconsciously and erroneously expected pat answers. Now I know that there is no sugar coated pill.

* * * * * *

> We have common problems that are nation-wide but unique in many ways.

* * * * * *

> I was grateful for the opportunity of meeting with teachers who share common problems. Being able to chat informally with them has proved most rewarding. The course opened the door a little wider to better understanding of the disadvantaged child.

5. Faculty meetings provided an excellent means of communication. Not only were there opportunities to share teaching techniques and to discuss the program, but time was also set aside for resource speakers to share their thinking with the teachers. In an informal setting the teachers were able to ask pertinent questions to which they were seeking answers.

   Resource speakers were also provided for teachers and administrators serving children in schools located in other areas of San Francisco. Many administrators sought the services of resource people and invited them on their own. It was very evident that a "climate" of wanting to know existed throughout the city.

6. Sharing at the college level was helpful. Almost every college in the Bay Area requested talks by staff members serving in project schools. In addition, several professional conferences held in the Bay Area included speakers from the staff.

Audiences consisted of seasoned teachers and administrators as well as student teachers, welfare workers, guidance workers, probation officers, college professors, and those responsible for curriculum. There is every reason to believe that the results of such sharing have led and will continue to lead to better teacher preparation and programs for the "culturally disadvantaged."

COMMUNITY RELATIONS

There has been a great deal of interest in the School-Community Improvement Program not only by the San Francisco citizens who reside in the Western Addition, but by residents throughout the entire city. This interest resulted in financial support and volunteer services as well as increased participation by parents living in the community.

Parents of project students were oriented to the program. Slides and materials were shared at PTA and Parent Club meetings and bulletins showing what children and teachers were doing were sent home with children.

The project staff spoke to interested lay and civic groups throughout the city. These opportunities were used not only to share what was happening in the project, but also to discuss the total school program.

Members of the staff attended community-wide committee meetings of groups such as Western Addition District Council, Hunters Point-Bayview District Council, Ocean View District Council, Jobs for Youth Committee, San Francisco Youth Association, Group Work-Recreation Council, etc. They met with representatives from Boy Scouts, Blue Birds, Boys Club, YMCA and YWCA and similar groups which led to better understanding and greater cooperation.

Invitations were accepted to speak to several school groups not included in the Western Addition. Hundreds of parents were familiarized with SCIP and the regular teaching program provided by the District.

Through the various opportunities afforded all staff members of SCIP schools it was possible to share the need for greater understanding, empathy, and action by all people. Many groups expressed appreciation for the opportunity to learn more about a community and group of people with whom they had no contacts. Some asked for special parent-education programs to be initiated so that they and others could learn more about the changing community and how best to meet these changes.

Articles were written by staff members which appeared in local, state, and national magazines. Reference to what was happening in San Francisco appeared in articles written by visitors and consultants from all over the nation.

Individuals, groups, and organizations provided money for cultural enrichment, for reference and pleasure reading books, an audio-visual

tape, and to purchase cloth needed to make books for pre-school and kindergarten age children. These books provided children an opportunity to gain experience with zipping, buttoning, snapping, tieing, and hooking.

Radio, TV, and newspaper coverage helped acquaint the public with the program.

Second District Congress of Parents and Teachers established two scholarships for secondary teachers wishing to learn more about the teaching of remedial reading. The two teachers selected enrolled in the summer session at San Francisco State College and were able to give the School District greater service as a result of their additional training.

School-Community Counselor

The School-Community Counselor has been an active member of the Western Addition District Council since its beginning, January 4, 1961. He helped develop the guide lines within which the council operates.

The District Council served as a coordinating and planning body through which agencies, organizations, and community leaders, serving or living in the Western Addition, unified their efforts to identify and fill the needs and the hopes of the District's individual residents and families, and thereby strengthen family life as a whole. From its beginning, the School-Community Counselor played an active role at the monthly meetings. He served on various committees and subcommittees.

He informed the various agencies of the total school program as well as SCIP. Through the contacts made at the council meetings, he was able to establish the study centers. In addition, the School-Community Counselor became acquainted with facilities and agency programs available to youth in the Western Addition. Information obtained was relayed to parents and school personnel.

Study Centers

Early in 1961 it became evident that many of the students in the Western Addition lacked the physical environment for the development of good study skills. It was felt that more than a study hall was needed and the concept of a study center was developed. A study center was not only a place to study, but it was a place to get individual help in academic areas, a place to improve reading, explore vocations, and most important, it was another place where people cared.

School buildings were not used for study centers as it was felt that homework is a parent-child function and study centers act as parent surrogates. Another reason for locating centers in the community was to indicate that people other than educators were interested in education. In addition, it gave many volunteers a new experience in working with deprived children. This was especially useful to the volunteers who might eventually teach the culturally deprived child.

Although lay volunteers were involved in the study center program, the majority of the volunteers were college students. During the first year of the study center program San Francisco State was the only college involved. Other colleges joined the force. These included University of San Francisco, San Francisco College for Women, and City College of San Francisco. The majority of students were in the teacher training program.

The majority of volunteers came from the teacher training program for several reasons. First of all these people were near the end of their training and would soon be qualified teachers. Being in the teacher training program greatly alleviated the need for screening by agency people. As these students were to be teachers of our youth this gave them experience with youngsters centered around school work. In addition, it gave valuable experience and insight into the educational problems of the disadvantaged. Orientation programs were held to help volunteers understand the needs and background of the youngsters who came to study centers. SCIP, agency personnel, and Western Addition District Council personnel cooperated in the orientation programs so that volunteers would have a good knowledge of the Western Addition and various agency functions.

From the very beginning the study center program created considerable enthusiasm and a spirit of cooperation between SCIP, schools, group work agencies, churches, and college personnel. Basic plans were formulated in various group meetings; however, the way the center would function was left to the directors of each center. The lack of strict rules regarding the operation of a study center was one of the strengths of the program. Such flexibility resulted in each study center assuming a personality of its own, and the total program benefited from the creativity of the directors and their staff.

This notation appeared in the Fall 1963 Newsletter of Canon Kip Community House.

> In our Spring Newsletter, we wrote of the enthusiastic response by our boys to a pilot study hall program at Canon Kip. This encouraged us so much that we have now expanded the idea into a co-educational project. We are happy to report that a maximum of 75 of our children have signed up for the program. And, in spite of the fact that it is strictly voluntary, we are getting as much as 88% attendance each week!
>
> Again, the study hall is held on Wednesday evenings. The children, in grades 4 to 12, bring homework assignments from their regular daytime teachers. At Kip, in a quiet, comfortable atmosphere, they are tutored by student-teachers from San Francisco State College.
>
> The benefits of the project are many. Of course, it is hoped that it will encourage our children to stay in school, to continue their education so that they may better compete for the narrowing range of jobs available in this

age of automation. But over and above this, it is evident that, for many of our youngsters, this is the first time that anyone has ever really cared about their progress in school. The personal tutor-student relationship that has been established brings out the pupils best. It uncovers and encourages talents that might otherwise go wasted.

We have high hopes for the long-range value of this newest of programs at Kip, and we are most grateful for the help of the many individuals and institutions making it all possible.

This cooperative venture between San Francisco State College, churches, group work agencies, the Western Addition District Council, and the San Francisco School Department proved successful. Each agency assisted in obtaining volunteers and publicizing the centers. Two grants were received from the San Francisco Foundation for reference books and a pocket book library. As a result, each study center in the Western Addition had a basic reference library.

Study centers grew in other sections of the city which had problems comparable to the Western Addition. There are now approximately 1,000 students enrolled in the study center program and almost 250 volunteers participating.

Study Center Evaluations

At the end of the fall semester 1963 an evaluation was conducted in five of the six study centers in the Western Addition. Students from these centers attended 16 elementary schools, 5 junior high and 3 senior high schools. The students who were selected for follow-up had been consistent in their attendance at the centers.

Basic identifying data were obtained from the study centers on 131 students. Students who changed from elementary to junior high or junior high to senior high were eliminated from the follow-up. A high transiency rate accounted for another large drop in the total number of students to be studied. The number to be studied came to a total of 86, which were distributed as follows: elementary, 41; junior high, 28; senior high, 17.

One of the most frequent questions asked by the directors and volunteers of the study centers has been, "Are we reaching those who need to be helped?" The hypothesis implied is that study centers are drawing the highly motivated and more intelligent student. As time did not allow an analysis of all students' intelligence scores (on the California Test of Mental Maturity), the junior high school students were selected for study. Scores were eliminated for students whose grades could not be followed up or whose test records were incomplete.

A total of 28 students who attended study centers had complete test records. An analysis of the full scale IQ resulted in the following information: the mean IQ was 91.5, with a standard deviation of 7.23.

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This implies that approximately 68% of the scores are between 84.3 and 98.8. These do not differ appreciably from the test data for the District junior high.

At the senior high level only 17 students had complete records available. This is too small a number to generalize on the effectiveness of the study centers. However, a comparison of grades does indicate that the centers are drawing the students who need help. A comparison of junior high school grades for 28 students reveal no significant change in grades, academic or citizenship.

At the elementary school level complete records were available for 41 children. Although a group of 41 students is not large, it can show trends. As a group the study center students have improved in all areas. It is interesting to note the improvement in reading. Although specific instruction was not given in reading the number of children reading above grade level increased from 19.5% to 29.3%.

Each teacher who had children attending study centers was asked for her general opinion of behavior. The following results indicate an improvement in behavior: improved slightly, 23%; improved considerably, 18%; remained the same, 57%; became worse, 2%. Of the students who remained the same it was frequently mentioned that the children originally were not behavior problems.

In addition to a comparison of students' grades a survey of volunteers' attitudes toward the study center program was undertaken. Seventy-four percent of the questionnaires were returned.

Positive statements usually mentioned that students received more than just tutoring or help with their homework. The additional factor was the understanding and personal attention given by the volunteer. The college students saw this experience as being helpful to them in giving "on-the-job" type of learning. The following statements are representative of the volunteers' responses:

> I can see the benefits of the program, not only educationally, but in the individual child's personality. The culturally deprived child needs the individual attention, and appreciates our interest in his schoolwork, personal problems and accomplishments.

* * * * * *

> I think the study center is helping both the children and the students who are teachers.

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> The study center offers more than tutoring help to these youngsters. As I have seen it, it offers psychological help through relationships between the children and the college students.

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Parent Orientation to the Junior High Program

In the Western Addition parent participation in school programs was minimal. Parent apathy toward educational programs, in this area, has been a characteristic for some time. It was felt that an informal meeting of parents of high-sixth grade students would be helpful. School personnel present were the principal, the head counselor from Benjamin Franklin, and the School-Community Counselor. The head counselor from Benjamin Franklin used pamphlets to describe the junior high program, counseling service, and the report card system. Parent participation was active. A great deal of time was spent discussing parent responsibility and methods of helping children through school.

Home Visits

The School-Community Counselor started making home visits, at the secondary level, in January 1962. Visits were made to homes of students who had high ability, low achievement, and who were in SCIP classes.

Parents were contacted by phone so that they could choose a time convenient to them--the Counselor never just "dropped in to visit." The Counselor spent the opening minutes of the visit discussing the youth's potential, his limited achievement, and what the SCIP class was doing to help. By this time the parents were sufficiently relaxed to talk about what they thought caused their child's academic problems. In most cases an excellent case history was given of a type which would be unusual to get in a school situation. In many cases the home visit motivated the parents to visit the school. In the majority of the homes that the Counselor visited, parents stated that their child wanted to read once again. The project teacher indicated that the visits changed the attitude of home and the youngsters.

Bibliography

A selected bibliography was prepared on culturally deprived and educationally disadvantaged children; intergroup relations; human relations; minority youth and related areas.

This search of the literature covered the years 1950-1963. Only those articles which were available in the Teachers Professional Library were reviewed and annotated. One other criteria for selection was the clarity, readability, and pertinence to the area covered.

The bibliography was originally developed for use in in-service classes on intergroup relations. It was soon apparent that a wider distribution was called for, as agencies, other school districts, various colleges and universities asked for copies.

VOCATIONAL PREPARATION FOR YOUTH

From the beginning of the program it was recognized that the student's vocational aspirations are an important aspect of his education. Gainful employment is the accepted means of attaining success in our nation. A person's occupation is the determining factor in how successful he will be as a citizen. The extent of unemployment among youth has been amply documented by community leaders. The San Francisco Schools recognize the need for vocational skills by students who will enter the labor market upon graduation from high school.

School-Community Vocational Counselor

It was also evident from the beginning that the scarcity of jobs for youth required aggressive and creative action. Information regarding opportunities, obligations, and rules and regulations needed to be gathered and shared with school and community. A full time position of School-Community Vocational Counselor was created for this need. During the past three years he has been able to

encourage more job opportunities for youth,

disseminate factual information on the employment situation of youth,

stimulate interest and responsibility,

summarize the child labor law information,

provide students and parents with vocational information,

articulate activities of all groups concerned with youth employment, and

act as a youth employment resource person for school personnel.

Youth Employment

Establishing a position of vocational counselor provided opportunity for personal contacts in the community in order to strengthen the vocational program for youth. A partial list of groups contacted include: San Francisco Chamber of Commerce, The Downtown Association, San Francisco Labor Council, Department of Industrial Relations, National Committee on Employment of Youth, Federal Civil Service Commission, Bay Area Rapid Transit District, and the Juvenile Court of San Francisco. Printed and mimeographed materials were developed and distributed within the schools and in the community. An effort was made to put into action a program to stem the tide of youth unemployment in San Francisco.

The various news media agencies of San Francisco cooperated generously in promoting jobs for youth. One TV station hosted a "Summer Jobs for

Students" luncheon attended by the Mayors of the Bay Area cities, representatives of the Department of Employment and representatives of youth groups. A ten minute film of this luncheon was made for prime-time showing. In addition, spot announcements were developed to promote jobs for youth. Other TV stations used this material to publicize the need for job placement. The newspapers published feature articles, editorials, and "job wanted" ads to publicize the campaign. Merchants arranged window displays that featured youth employment. Business organizations published articles in their employee magazines explaining the vocational programs for youth. In addition, the San Francisco Water Department distributed 160,000 brochures with their mailings that publicized summer jobs for youth.

The term "Social Dynamite" became a part of the vocabulary of many Americans following the publication of Dr. Conant's report of the American high school. Citizens of San Francisco, aware of the challenge of unemployed youth, mobilized the resources of the community to meet this challenge. Listed below are some of the efforts made by the Community-Vocational Counselor to alert the community to the many problems of job placement for youth.

1. Governor's Conference on Delinquency Prevention, 1963
2. National Committee on Youth Workshop, Detroit, 1961
3. Vocational Counselors Workshop, Western Gas and Oil Association, 1963
4. San Francisco Administrators Workshop, June, 1961, 1962, and 1963
5. San Francisco Lion's Club - Work Training Conference, 1962
6. San Francisco Jobs for Youth, 1961-1964
7. United Community Fund, Vocational Guidance Clinics, 1962
8. Counselor-Labor Workshop, 1962

Technical Training and Work Experience

During the past three years numerous work experience programs were developed in cooperation with business organizations and governmental units. Several programs are outlined here to indicate the variety of programs possible for youth.

Home-Housing Finance Administration

Because of the nature of the organization clerical workers were placed with the agency. Within a work-study program there were approximately 33 jobs involved. A special effort was made to encourage minority youth to secure supervised work under this project.

International Business Machines Corporation

Twenty-five high school boys were selected to receive training in electronics and electro-mechanical skills. The boys were taught to service and repair various data processing equipment.

Pacific Telephone Company

The Pacific Telephone Company is the largest employer organization of San Francisco. Through the efforts of the community-vocational counselor and the employment office of the firm, the work experience program was expanded to include additional job training for high school youth. Job openings in engineering, plant, marketing, and technician training were added to the existing work-experience program. The development of the technician training program was most encouraging in view of the shortage of training programs for young men in the San Francisco area.

Shell Oil Company

High school seniors who were enrolled in sales classes were eligible to secure service station training through a cooperative program with Shell Oil Company. The student reported to the Shell Oil Retail Training Center to study service station management. Following this training they were assigned to service stations for on-the-job training with the dealer. Many boys received valuable training which helped them to secure employment upon graduation and eventually to operate a station and be self-employed.

Workreation

This program was developed to meet the need of many low income families by providing summer work experience in the city agencies. High school boys and girls were employed in the parks, playgrounds, and swimming pools. The program has been successful and has been renewed each year.

Vocational Training for San Francisco Youth

A condition of progress is that we move toward our ideals as a nation. The San Francisco Schools are making a determined effort to secure quality academic and vocational education for our youth. Vocational education proceeds under many names due in part to the multiplicity of vocational goals. Listed here are several types of work-experience programs available to San Francisco youth.

Summer Work

Through the efforts of the entire community an increasing number of youth have secured job placement. The placement record has increased from 1,425 employed youth in 1960 to 2,410 employed in 1963 through the Youth and Student Section of the California Department of Employment.

Work Study Program

A combination of school and work experience allows students valuable training and often results in job placement upon graduation from high school. Last year almost 500 high school students were able to participate in this program.

San Francisco Housing Authority

In an effort to prevent drop-outs, the San Francisco Housing Authority participates in a program to provide employment to boys and girls so that they may continue their high school education. High school students residing in developments of the Housing Authority are eligible to apply for part-time employment with the San Francisco Housing Authority. Approximately 100 students have already received the benefits of this work-study program.

Supervision is provided by the Housing Authority and the School District. Satisfactory performance both in school and on the job is expected of all participants.

Pre-Technology

The nature of the work force is undergoing rapid change at this time. The rigid structure of craft and industrial employment is experiencing change and we may expect a rapid increase in the employment of technicians. Within the next year three San Francisco high schools will introduce Pre-Technology Training into their curriculum. This program is designed to prepare students for junior college technical training, as well as providing terminal education at the high school level.

Student Volunteers

Many students contribute their time and energies to serve in hospitals, community centers, and other community service agencies in which they gain valuable training. Each year three hundred or more students are placed through the Volunteer Bureau of San Francisco.

Christmas Work

High school students who are enrolled in a business course are able to secure sales positions during the Christmas shopping season. Approximately 400 high school students avail themselves of this opportunity to combine school and work to further their vocational ambitions.

"What do you do?" is one of the first questions we ask when meeting another person. It is a question that we all must be prepared to answer with a degree of pride. The San Francisco Schools are sincere in their efforts to prepare students to meet this challenge. Because of the

revolutionary changes taking place in the job market a constant effort is required to keep abreast of changes in this area.

It is reminiscent of the Red Queen of Alice in Wonderland when she tells Alice, "....it takes all the running you can do to keep in the same place. In order to get somewhere else you must run at least twice as fast as that."

CONCLUSION

In the original San Francisco District proposal it was indicated that "failure to achieve manifests itself in the development or poor attitudes toward scholastic achievement and in personal behavior inimical to the maintenance of a good learning situation for other students" and that "low achievement in reading results not only in limited aspirations but in limited ability to progress in school and correspondingly limited opportunity to obtain employment." The proposal further stated that "A corollary to the need of the culturally deprived is the need for teachers and counselors specially trained to work with them and with their parents."

The writers of the request for funds recognized the need for experimentation with various training aids. They said, "The experimental program will include attention to the use of mechanical devices in the reading and language program. The use of educational television, motion pictures, filmstrips, tape recordings, and records as media for conveying ideas will be used to their full advantage in bridging the gap between the typical communication of these children and the more meaningful procedures represented in good reading and language habits."

Recognition of the need to work with parents and members of the community was also recognized as an area needing further development. It was felt that "through direct home contact, parents will be appraised of the course they can follow in furthering the purposes of the school."

From the very beginning of the proposed experimental project it was suggested that, "this program will have as a major objective the on-the-job training of teachers presently employed in the system, so that the benefits derived from the program may be widespread and carry beyond both the time limits established for the project and the immediate neighborhood of the program." One suggestion was to "include summer workshops for teachers each year."

Three and a half years have passed since the proposal was first prepared. A great deal of credit is due the visionary people who had foresight enough to make the request and design the program.

Certainly the project has fulfilled all of the demands made in that early statement of objectives. An excellent project staff has worked closely with students, parents, teachers, administrators, and community people. Books, training aids, and equipment have been tried in the project schools and then shared city-wide. Home visiting has led to

better understanding and increased services to schools located in other areas of the city. In-service training classes have enabled hundreds of teachers to increase their efficiency and improve techniques.

Most of all growth has been evident on the part of students. Increased academic learning and attitudinal improvement, the major reasons for the project, are the finished product.

Needless to say SCIP has not been the "cure-all" for all of the many problems. It has, however, served as a catalyst to open new doors for others in need. The San Francisco District programs of Compensatory Services and the State Compensatory Program are examples of such door-opening.

STATEMENT OF ACCOUNT

Ford Foundation Great Cities Project

	1961-62		1962-63		1963-64		Total Grant	
Funds to be accounted for	$	$110,000.00	$	$ 90,000.00	$	$ 50,000.00	$	$250,000.00
Funds Expended								
Project Director, Teachers & Counselors	93,245.85		100,220.14		99,243.41		292,709.40	
Clerical Assistance	3,314.33		645.90		4,980.00		8,940.23	
Clerical Equipment & Supplies	493.02		-		8,478.55		8,971.57	
Consultation Services	8,900.00		1,785.45		1,600.00		12,285.45	
Retirement Obligation	9,234.41	115,187.61	10,653.47	113,304.96	14,729.89	129,031.85	34,617.77	357,524.42
Excess absorbed by School District	$	$ 5,187.61	$	$ 23,304.96	$	$ 79,031.85	$	$107,524.42